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liament. In *Le Figaro* for July 5 M. Richepin wrote:

"The League for the defence of French culture is born of the crisis of the methods which have little by little disorganized and overthrown our national education. Secondary classical education, what was once called the humanities, had no other object but to give to the intelligence a general preparation, apart from all professional specialization. It aimed not to furnish encyclopedic information but to train and perfect the instrument of all knowledge, the mind.... The soil that is to be sown ought to be prepared. The more deeply it is tilled, the richer will be the crop. Today we content ourselves with sowing on the surface.

After amplifying this theme in reference to the programs of 1902, he continued:

Such are some of the facts to which our League will call the attention of the public. The defense of the humanities, of the Study of Latin and Greek, the reestablishment of classical secondary education in its unity and in its spirit, will be the particular direction of our action.

This, it should be added, is not the only league which is engaged in preparing public opinion for the reforms demanded. There is also a *Ligue des amis du Latin* under the leadership of M. Eugene Montfort, less prominent but with the same essential purposes even more specifically defined.

In his original manifesto, M. Richepin had urged the patriotic importance to France of maintaining its solidarity with the past, with that Mediterranean civilization of which France is so direct an heir. Opponents like M. Georges Batault, who appeared as a protagonist of the other side with a long article in the *Mercure de France* last July, deny of course the desirableness of emphasizing this continuity. But there is no antagonism, urges M. Richepin's manifesto, between the humanities and either scientific culture or "modern society, which, lest it turn to demagoguery, requires an intellectual elite. It is, then, apart from all spirit of party that one can attach himself to the cause of the humanities". And in the very concluding words of his appeal he finds it necessary to insist that it is "without the slightest political color or motive". This is warfare in quite a different atmosphere from that which seems to surround the classical controversy as we have witnessed it nearer home.

In the *Figaro* of July 15 appeared long lists of adherents of the new League. A large share of the most distinguished names in France is there, nearly the entire membership of the *Academie Française*, many members of the other academies, not omitting that of Science, numerous professors, of course, but not many names from the Sorbonne—Agathon can tell why—and not a few leaders in politics and industry.

The situation, in a France anxious with the problems of modern radicalism, shocked and depressed by the brutal excesses of the spirit that shows itself

in 'sabotage', is almost romantically interesting, classical though its occasion. If it be true that what Paris thinks today France will think tomorrow and the world the day after, it would seem, were it not so unenterprising, that we might almost as well wait a few days and have our problem worked out for us.

COLLEGE OF THE CITY OF NEW YORK. ALLAN P. BALL.

UPPER HUDSON CLASSICAL CLUB

The first meeting of the Upper Hudson Classical Club for the current year was held at Union College, Schenectady, on Saturday, November 4 last. Throughout the day the members and others present were the guests of the college. About a hundred persons were in attendance.

After the address of welcome by Dr. Charles Alexander Richmond, President of Union College, Professor George Dwight Kellogg, who went from Princeton to Union at the beginning of the present academic year, read a paper on Classical Study as an Aid to Literary Appreciation. According to a newspaper version of the paper, the speaker showed how much the modern school of learning is in debt to Greece and Rome, their languages and literatures, and pointed out how essential it is for a scholar who would be thorough master of history and literature first to assimilate and comprehend, then to enjoy the beauty of these two rich realms of literary effort.

If among other things <said Professor Kellogg>, education has for its function the inducting of the younger generation into the accumulated traditions of the race, then in a liberal education the combined thought and life of Greece as expressed in their monuments and literature must occupy an important place.

Mr. Morris Block, of the Albany High School, spoke of the life and work of Dr. Oscar D. Robinson, first President of the Club. Professor John Ira Bennett, of Union College, spoke in memoriam his colleague, S. G. Ashmore, who died in May last.

All present greatly enjoyed the occasion, having but one regret, that the programme, especially of papers, was too short.

In connection with Professor Hogue's interesting remarks on Negative Expressions in *THE CLASSICAL WEEKLY* 5:39 attention may be called to the following passage in the account given by *The New York Times*, for Sunday, November 5, of the football game between Princeton and Harvard the day before:

There was that haunting fear, traceable in all the crowd that trooped to Osborne Field to back the Princeton team, and from the more candid Alumni you could get nothing stronger than 'Oh, I think we have a fair chance'. But *you could get nothing less confident than that*. So hoping and hoping, etc.

C. K.